DOCUMENT RESUME

ED 375 784 HE 027 883

AUTHOR	James-Deramo, Michele
TITLE	Learning To Serve. A Statement on the Contribution of Saint Joseph's University to the Development and Revitalization of the Greater Philadelphia Area.
INSTITUTION	Saint Joseph's Univ., Philadelphia, PA. Faith-Justice Inst.
PUB DATE	Jul 94
NOTE	35p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Catholic Schools; *Church Related Colleges; College Programs; Community Programs; Experiential Learning; Field Experience Programs; Higher Education; Internship Programs; *Outreach Programs; Private Colleges; Public Service; *School Community Relationship; *Student Participation; Student Projects; *Student Volunteers
IDENTIFIERS	Jesuits; *Pennsylvania (Philadelphia); *Saint Josephs University PA

ABSTRACT

Commitment to the improvement of the social order underlies and challenges the kind of educational program that Saint Joseph's University in Philadelphia, Pennsylvania, strives to offer its students. Between 63 and 73 percent of traditionally-aged seniors at Saint Joseph's indicated that they participated in some form of community service during their college career. This motivation to serve is modeled after the work of the faculty, administration, and Jesuit community who actively engage in questioning the role of the university in their local community and city. This pamphlet details the breadth of outreach activity occurring at Saint Joseph's University. The names of programs and brief descriptions of them are provided, organized within the following categories: community service and outreach programs, community-based research by faculty, service-learning and other academic courses that include a service component, experiential education (internships and fieldwork), and institutional alliances for community involvement. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 375 784

Learning to Serve

A STATEMENT

ON THE CONTRIBUTION

OF

SAINT JOSEPH'S UNIVERSITY

TO THE

DEVELOPMENT AND

REVITALIZATION

OF

THE GREATER

PHILADELPHIA AREA

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michele James-Deramo

Saint Joseph's Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

FAITH–JUSTICE INSTITUTE

HE 027 883

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Learning TO SERVE

A STATEMENT ON

THE CONTRIBUTION OF

SAINT JOSEPH'S UNIVERSITY

TO THE DEVELOPMENT AND

REVITALIZATION

OF THE

GREATER PHILADELPHIA AREA

July 1994

A Publication of
The Faith-Justice Institute
SAINT JOSEPH'S UNIVERSITY

Compiled by Michele James-Deramo, Director of Service-Learning

TABLE OF CONTENTS

Introduction 1

Community Service and Outreach Programs 3

Community-Based Research by Faculty 15

Service-Learning and Other Academic Courses
That Include A Service Component 19

Experiential Education: Internships and Fieldwork 25

Institutional Alliances for Community Involvement 29

INTRODUCTION

"LEARNING TO SERVE"

A Statement on the Contribution of Saint Joseph's University to the Development and Revitalization of the Greater Philadelphia Area

"Concern for social problems should never be absent from Jesuit education. We should challenge all of our students to use the option for the poor as a criterion, making no significant decision without first thinking of how it would impact the least in society."

-Peter-Hans Kolvenbach, S.J.
Superior General of the Society of Jesus
June, 1989

This commitment to the improvement of the social order, so well expressed by Rev. Kolvenbach, underlies and challenges the kind of educational program that Saint Joseph's University (SJU) strives to offer its students. According to Senior Surveys conducted at SJU over the past two years, 63-73% of traditionally-aged seniors indicated that they had participated in some form of community service during their college career. A number of these students were involved in service outreach prior to enrolling at SJU. Others were profoundly influenced by their service experiences, and went on to pursue post-graduate volunteer and/or professional work that engaged them in service to their communities.

This motivation to serve on the part of SJU students is modeled after the work of the faculty, administration, and Jesuit community who actively engage in questioning the role of the university in their local community and city. Current dialogues on campus reflect on what it means to be a University shaped by compassion—a compelling question raised by our slain colleagues at the University of Central America in El Salvador. These philosophic dialogues are balanced by service-learning courses that offer students and faculty the opportunity to integrate community service as a vital component of their traditional academic coursework. The number of students involved in the Service-Learning Initiative has grown from the original pilot class of thirty freshmen to more than one hundred students in six different courses. This level of participation reveals a strong interest in education that benefits society and is illuminated by it.

This statement details the breadth of outreach activity occurring at Saint Joseph's University.

-Michele James-Deramo

COMMUNITY SERVICE AND OUTREACH PROGRAMS

COMMUNITY SERVICE PROGRAMS AND CONTACTS

A. Office of Community Service Programs

In response to the high volume of student interest, SJU hired a full-time Coordinator of Community Services who oversees and directs student efforts in a variety of programs. This formalized community service program, in existence since 1973, is under the aegis of Campus Ministry. The primary function of the office is to create and maintain volunteer community service opportunities in cooperation with interested students. The following programs function out of this office:

"After-School" Programs

Students provide after-school alternatives in the urban communities of Philadelphia and Camden. Volunteers commit one 3-hour period a week for a six week program. After-school activities range from tutoring, recreation, and arts and crafts to dance and drama classes.

HAWKS: Help A Wonderful Kid Succeed

HAWKS is a student initiated program designed to provide friendship and guidance to children between the ages of 7 and 13 from the Samuel Gompers Public School which borders the SJU campus. SJU students, through an application and interview process, are matched with a child. Volunteers should be willing to spend 2 - 4 hours a week with the child. This is a commitment for the entire academic year.

Soup Kitchen

Volunteers serve lunch from 11:30 a.m. - 12:30 p.m. Monday, Tuesday or Wednesday during the school year at the Sorrows Soup Kitchen in West Philadelphia.

Thanksgiving Dinner Dance

Initiated by a student in 1977, this annual tradition links student, faculty, and staff volunteers with Senior Citizens from area nursing and community centers, and includes a traditional turkey dinner. Volunteers serve as escorts, waiters, or entertainers for the evening, while a committee of student leaders coordinate the preparations for the event.

"The Trip Less Traveled" Spring Break Project

Each year SJU offers a five day inner city immersion experience into the North Philadelphia community of the former Gesu Parish. Students meet the people of the community while doing home repairs, visiting the sick, cleaning lots, and tutoring in the grade school.

Project Appalachia: Spring Break Alternative

For the last two years the Community Service office has worked with the SJU student chapter of Habitat for Humanity to participate in the Habitat International: "Collegiate Challenge" which sends groups of students to various Habitat sites in an effort to build decent and affordable homes with the poor.

Project Mexico

A 10-12 day service immersion for some 15-20 students with the Mexican communities of Tijuana, Mexicali, and Tecate in conjunction with Los Ninos, a nonprofit community development organization. Initiated in 1989, this project demands a screening process, as well as a commitment to orientations sessions and fundraising efforts.

Project Belize

A two week service immersion in mid-May for some 10-12 students with Central American communities served by the Catholic Mission of Benque Viejo, Belize. Interested students must go through a screening process and raise travel and living costs.

Native American Project

A two week development and education project in June with the Lakota communities of the Pine Ridge Reservation in South Dakota.

CONTACT: SR. FRANCES HART, SSJ
COMMUNITY SERVICE COORDINATOR
610/660-1034

B. Programs Offered Through Student Life and Academic Development

Career Services Center

The Career Services Center maintains listings of over 1,000 internships, many of which provide the opportunity to earn college credit. There are a large number in the areas of human services and social change, including a separate binder for community service positions.

CONTACT: MS. MARIANNE STEWART
STUDENT EMPLOYMENT COORDINATOR
610/660-3100

Office of Multicultural Programs

The Office of Multicultural Programs was created in 1989 as an outgrowth of earlier services to students of color. Among the various goals of this office is its desire to involve the neighboring community with campus life activities and to increase enrollment of multicultural students in college. Important outreach components for this office include:

The ELLIS SUMMER CAMP for ethnically diverse and low income 9th grade girls who attend public and parochial schools in Philadelphia is held on the campus of SJU. Through a grant from the Charles E. Ellis Foundation, the program brings together girls in an environment where they can meet positive role models, participate in multicultural workshops and interact with counselors and each other to begin formulating a plan for their future education or vocation.

FIRST STEP TO COLLEGE is a program designed to help students from culturally diverse backgrounds gain a better understanding of college life and how to prepare for it.

The PRIME UNIVERSITIES PROGRAM (PUP), sponsored by Prime, Inc., which is a nonprofit organization that provides enrichment and motivational activities for minority students interested in the sciences. Through PUP at SJU, youngsters entering high school study science, algebra, computers and communications during the month of July.

The SUMMER SCHOLARS' PROGRAM is a small academic instructional program for tenth and eleventh grade multicultural students to increase their probability of success at the college level. Students receive instruction in college composition/reading, math, science and computer as well as participate in weekly field trips and lectures with guest speakers. Participants are eligible to apply for two merit scholarships to SJU designated for students who have successfully completed the program.

CONTACT: JACQUELINE M. STARKS
EXECUTIVE DIRECTOR OF ACADEMIC DEVELOPMENT
610/660-1081

Residence Life

The Residence Life staff offers 50 to 60 educational and social programs each month throughout the Residence Life system of 17 residence halls. Among the various programs offered by Residence Life are the following initiatives that include a service component:

RESIDENT ASSISTANT TRAINING includes a day of community service. The goal of this day is to motivate Resident Assistants to include community outreach work as a part of their hall's programs. During RA training, Resident Assistants and Staff volunteered at Bethesda Project, the Catholic Worker, Habitat for Humanity, Kearsley Christ Church Hospital, M.A.N.N.A., Project Home and Saint Edmonds Home.

HALL GOVERNMENT PROJECTS frequently focus on community service activities. Examples of Hall Government Projects include:

- The LaFarge Residence Hall Government treated forty children from Holy Name School in Camden, New Jersey to a Halloween Trick or Treat through the building and an Easter Egg Hunt. Approximately 100 residents participated.
- The men of Barry Hall participated in the "Reading to Kids" program at the Acts of the Apostles Shelter.
- The women of Tara Hall produced a play for a school in West Philadelphia that is unable to fund Fine Arts programming.
- Residents of the West Campus buildings returned to

the Kensington Catholic Worker several times to assist in the renovation of its new habitat.

* Residents in campus housing conduct year end food and clothing drives.

The COMMUNITY SERVICE SUITE in the LaFarge Residence Hall is a special interest suite for students who engage in community service or service-learning course work. Students living in this suite participate in seminars, ongoing reflection sessions and common service projects led by a Peer Mentor.

CONTACT: MS. LYNN ORTALE
DIRECTOR OF RESIDENCE LIFE
610/660-1062

Student Development

The Office of Student Development is responsible for the coordination and advisement of over sixty student organizations whose events and activities are a focal point of the co-curricular experience. Among these organizations are the following service-oriented student groups:

BEST BUDDIES is a Big Brother/Big Sister program with teens and young adults with learning disabilities.

G.R.E.E.N. (Get Ready to Educate for Earth Now) is an environmental education and awareness group. In addition to providing students with a variety of educational activities and fieldtrips, the group does regular clean-ups at local parks.

The HAND IN HAND FESTIVAL is a spring semester day-long carnival established by an SJU student to bring persons with disabilities and the public together. Over 500 citizens are matched with a volunteer friend who escorts his/her guest throughout the day. Volunteers are recruited from SJU and other area colleges, as well as high schools and area organizations.

The SJU HOMELESS COALITION, founded by students in 1985, has become the largest student-run organization on campus with a membership of over 125

students, faculty, and staff. The Coalition offers opportunities in three areas: Street Outreach with the Philadelphia Coalition for the Homeless, Habitat for Humanity in North and West Philadelphia and Norristown, and Reading to Children at the Acts of the Apostles Shelter. Homeless volunteer opportunities are challenging and demand a time commitment of 3 to 8 hours a week.

CONTACT: MS. NANCY KOMADA
DIRECTOR OF STUDENT DEVELOPMENT
610/660-1073

The GREEK COUNCIL oversees the seven Greek organizations at SJU. Each sorority or fraternity is actively involved in campus and community life, and has a philanthropy for which it raises funds and awareness. SJU Greek's philanthropies are the Juvenile Diabetes Foundation (Alpha Gamma Delta), Watch Care Program (Alpha Phi), American Cancer Society (Lambda Chi Alpha), Muscular Dystrophy (Pi Kappa Alpha), P.U.S.H.-People Understanding the Severely Handicapped (Pi Kappa Phi), and the Robbie Page Memorial which offers help to hospitalized children (Sigma Sigma Sigma).

CONTACT: MS. CHRISTY ANN PHILLIPS
ASSISTANT DIRECTOR FOR PROGRAMMING
610/660-1071

C. Athletics

Philadelphia Soccer Seven Research

In 1979, the Philadelphia Soccer Seven League formed. The League included seven Division 1 Soccer Playing Schools, including Drexel, LaSalle, Saint Joseph's, University of Pennsylvania, Philadelphia College of Textiles, Temple and Villanova. Mr. Kenneth Krsolovic, Director of Sports Media Relations, was originally hired as publicity director of the organization to do its annual weekly statistical updates at a modest stipend. Out of this work, he initiated a records research project which he continuously updates and has since expanded into an annual report for the organization and other members of the Soccer community.

CONTACT: MR. KENNETH KRSOLOVIC
DIRECTOR, SPORTS MEDIA RELATIONS
610/660-1704

Public Relations

SJU athletes, coaches and the HAWK mascot frequently appear at various charity functions, visit Children's Hospital, speak at community functions and present free sport clinics for youth in the community.

CONTACT: MR. DONALD DIJULIA
ASSISTANT VICE PRESIDENT AND
DIRECTOR OF ATHLETICS
610/660-1707

Sports/Recreation Complex

The Athletics Department offers the use of its Sports and Recreation Complex facilities to various area and charitable organizations. Likewise, Athletics hosts swimming opportunities for youth attending the Wynnefield Residence Association summer day camp and the PRIME Program, as well as hosts various sports camps for youth in the area.

CONTACT: MR. DON DIJULIA
ASSISTANT VICE PRESIDENT AND
DIRECTOR OF ATHLETICS
610/660-1707

STARS Program

The SJU Athletic Department launched a reading awareness program with St. Barbara's and St. Matthias Elementary

Schools. The reading program, part of an Atlantic 10 Conference Community Relations Project, is termed STARS—Strive to Attain Reading Skills. The program features SJU athletes reading to a different class at the school one day every two weeks. The athletes also discuss with the children their experiences of how reading has helped them in their daily lives.

CONTACT: MR. CHUCK SACK
GRADUATE ASSISTANT
610/660-1729

MRS. SARAH QUINN
ADVISOR FOR STUDENT ATHLETES
610/660-1729

D. Special Academic Programs and Services

Arnold Air Society

The Arnold Air Society (AAS) is a private, professional, honorary service organization of Air Force ROTC cadets and is affiliated with the Air Force Association. AAS participates in a wide variety of campus and community service activities. AAS members volunteer in programs sponsored by the Office of Community Service, as well as conduct relief efforts, visit local hospitals, clean up parks, as well as help those less fortunate.

CONTACT: CAPTAIN JIM ROBERTSON
INFORMATION MANAGER
610/660-1190

Comey Institute of Industrial Relations

Founded in 1943 by Father Dennis Comey, this Institute brings together representatives of management and labor in an academic setting for the purpose of open discussion of important labor-management issues. All Comey staff and faculty participate on a voluntary basis. Students who complete the Institute's two-year program may receive a Certificate of Achievement and be eligible for partial transfer of credits into the University College.

CONTACT: DR. ROBERT MOORE
ASSISTANT PROFESSOR OF SOCIOLOGY
610/660-1684

Faith-Justice Institute

The Faith-Justice Institute, founded in 1977 in response to the charge of the 32nd Congregation of the Society of Jesus, "to serve faith through the promotion of justice," promotes critical thinking and informed action around human, social and global issues. The Institute fulfills this mission through its Outreach Lecture Series, as well as:

The SERVICE-LEARNING INITIATIVE which integrates community service outreach with traditional academic coursework. SJU's Service-Learning Initiative is a three-tiered plan that corresponds to the intellectual and moral development of the traditionally aged college student; and

POST GRADUATE VOLUNTEER SERVICES which advises and provides contacts and resources to students who want to purse 1-2 years of domestic or international volunteer work after graduating from college.

CONTACT: MS. MICHELE JAMES-DERAMO
DIRECTOR OF SERVICE-LEARNING
610/660-1765

Graduate Education Reading Language and Literacy Clinic

The Graduate program in Education and Public Health offers a Master of Science for Reading Specialists. Students in this program conduct a six-week intensive summer clinic for local children. Instruction is provided for enrichment or remedial purposes. Approximately seventy-five children identified by local schools participate in this clinic for a nominal registration fee.

CONTACT: DR. MARY APPLEGATE
ASSISTANT PROFESSOR OF EDUCATION
AND HEALTH SERVICES
610/660-1583

Volunteer Income Tax Assistance

Students from the College of Business and Administration serve as tax preparers to University and community people needing assistance in preparing their income tax returns from early January through April. Students receive IRS training in order to qualify for this position.

CONTACT: DR. RICHARD SHERMAN
ASSOCIATE PROFESSOR OF ACCOUNTING
610/660-1662

COMMUNITY-BASED RESEARCH BY FACULTY

18

COMMUNITY-BASED RESEARCH BY FACULTY

The following are descriptions of known faculty research that directly affects the greater Philadelphia region:

Domestic Violence in Jewish Families in the Philadelphia Metropolitan Area

Claire Renzetti, whose research areas include the study of Interpersonal Violence and Aggression, was named by the Jewish Family and Children's Services as the Project Director for a major ongoing study of "Domestic Violence in Jewish Families in the Philadelphia Metropolitan Area."

CONTACT: DR. CLAIRE RENZETTI
PROFESSOR OF SOCIOLOGY
610/660-1680

Motivational Bases for Student Volunteerism

Judith Chapman has initiated a research project entitled, "The Motivational Bases for Student Volunteerism." The research, which draws upon the experiences of SJU service-learning students and control groups of students in non service-learning classes, explores motivations for volunteering and the relationship between motives and satisfaction with particular types of service. Data obtained from this research will be used to improve recruitment and placement procedures for service-learning and other volunteer programs on campus.

CONTACT: DR. JUDITH CHAPMAN
ASSISTANT PROFESSOR OF PSYCHOLOGY
610/660-1804

Reaching The Student At-Risk

Robert Palestini's research includes the study of instructional strategies such as cooperative learning, Whole Language and Mastery Learning techniques as alternative modes for addressing the needs of the at-risk learner. He frequently conducts workshops on this topic with faculty from local schools serving a large population of at-risk students.

CONTACT: DR. ROBERT PALESTINI
DEAN OF THE UNIVERSITY COLLEGE
610/660-1289

Same-Sex Domestic Violence Research

Claire Renzetti's research on same-sex domestic violence is community-based. She is actively involved in training programs with domestic violence agencies to educate them on how to better serve gay and lesbian victims of domestic violence. She frequently serves as an expert witness on a pro bono basis in cases involving lesbian victims of domestic violence who have defended themselves against their batterers.

Dr. Renzetti is on the Board of Directors for the National Clearinghouse for the Defense of Battered Women, based in Philadelphia, as well as a member of the Advisory Board on Civil Affairs for the Philadelphia Police Department which deals with bias- and hate-motivated crimes and incidents in Philadelphia.

CONTACT: DR. CLAIRE RENZETTI
PROFESSOR OF SOCIOLOGY
610/660-1680

Self-Concept Project

Begun in Fall 1991, an ongoing study of the development of positive self-concept among minority children will focus upon the Gesu School but will also include several other Philadelphia schools for comparative purposes. Third, fifth and seventh graders will be followed over a four year period to identify facets of self-concept which contribute to overall self-esteem in minority children. A service component of this project includes workshops and consultation with principals and teachers concerning issues related to developing self-esteem.

CONTACT: DR. FRANCIS M. BERNT
ASSISTANT PROFESSOR OF EDUCATION
AND HEALTH SERVICES
610/660-1274

"Should A Child Be Told She Has AIDS?" Lecture

Fr. Albert Jenemann, S.J., spoke to physicians, nurses and health care personnel at St. Christopher's Hospital for Children on the topic of informing children that they have AIDS. The lecture argued that while children have an ethical right to know the nature and source of their illness, the disclosure must be handled in a way that enables the child to comprehend and emotionally accept the reality of AIDS and then adopt a lifestyle that prevents a further spread of AIDS.

Fr. Jenemann serves on the Ethics Committees of St. Agnes Medical Center in South Philadelphia and St. Joseph Villa in Flourtown. He also serves on three committees of the national Radiation Therapy Oncology Group of the American College of Radiology which coordinates medical trials with over 200 medical facilities.

CONTACT: REV. ALBERT H. JENEMANN, S.J.
ASSOCIATE PROFESSOR OF PHILOSOPHY
610/660-1548

SERVICE-LEARNING & OTHER ACADEMIC COURSES THAT INCLUDE A SERVICE COMPONENT

22

SERVICE LEARNING:

ACADEMIC COURSES THAT INCLUDE A SERVICE COMPONENT

ART 2301, Primary Art Education

This course, taught under the auspices of both Fine and Performing Arts and Education (cross-registration so that it is recognized by either department), places students in local sites (such as Our Lady of Lourdes in Overbrook and the Gesu School on Eighteenth and Thompson). The SJU students teach art to elementary students for seven class periods (approximately 21 hours). The SJU students also take their classes to the Philadelphia Museum of Art. They prepare for some weeks in class at SJU through readings and discussion. They each keep a journal of class at SJU and of their experiences in teaching. During the teaching part of the course, the students meet every week for discussion of what is happening in their individual class group. After the teaching portion, the students meet again at SJU to give an account of an article on Art Education and its implications or counterindications from the particular experience in an actual classroom and an actual school situation. The final requirement is a term paper in which the student makes global inferences from reading about education, coupled with this experience as a teacher.

CONTACT: DR. DENNIS MCNALLY, S.J.
ASSOCIATE PROFESSOR OF FINE ARTS
610/660-1843

EDU 2721 Language Arts in the Elementary Schools

Students in this course give demonstration lessons in interactive classroom approaches in four inner-city schools, two public and two Catholic. These demonstration lessons follow the professor's presentation to the faculty on the merits of using the interactive model in addressing the unique needs of at-risk students. The goal is to measure the teachers' change in attitude toward the interactive model versus the transmission model of instruction.

CONTACT: DR. ROBERT PALESTINI
DEAN OF THE UNIVERSITY COLLEGE
610/660-1289

HIS 2551, Ethnic America

This course surveyed ethnicity and ethnic groups in modern America. At the suggestion of the professor, several students completed a directed research on recent immigrants in the Philadelphia area as a partial fulfillment of the course requirements. This research entails focusing on two specific ethnic groups in the area, identifying their particular needs, and connecting these people to the appropriate social service agencies.

HIS 2561/2565, Urban America

This lecture and discussion course on urban America covered the development of American cities and the process of urbanization from the colonial period to the present. Philadelphia is a laboratory for the course, and students are encouraged to become familiar with the city's history and its current development. Students submit two short reports based on field research, one of which relates to the city's transportation system.

CONTACT: DR. RANDALL MILLER
PROFESSOR OF HISTORY
610/660-1748

MGT 2521, Management Intervention and Consultation

This is an experiential and integrative course in which students work in teams to undertake a management intervention and consulting project in a social organization. Teams are responsible for analyzing organizational needs, collecting and interpreting relevant data, developing solutions, and making a formal presentation of their projects. Last year, students worked with MANNA (Metropolitan Aids Neighborhood Nutrition Alliance) to expand its client base; Saint Vincent De Paul Thrift Shops to improve their cost efficiency and profit potential; Our Lady of Hope Parish in North Philadelphia to design a financial plan for resource development; and the Francisville Neighborhood Revitalization Project on economic and job development in the area.

CONTACT: DR. STEVE PORTH
ASSOCIATE PROFESSOR OF MANAGEMENT
610/660-1400

PHL 1011-1031, The Human Person/Moral Philosophy

These linked courses address the questions, "What does it mean to be human?" and "What does it mean to be a GOOD human?" Through their 2 -3 hours a week of direct service as tutors to court adjudicated youth, as companions in nursing homes and communities for physically and mentally disabled adults, as hospitality volunteers at shelters for the homeless and lunch delivery persons to homebound persons with AIDS in conjunction with their coursework, these freshmen philosophy students enlarged their understanding of Plato, Camus, Freud and Descartes and others.

CONTACT: DR. ELIZABETH LINEHAN, RSM
ASSOCIATE PROFESSOR OF PHILOSOPHY
610/660-1550

PSY 1401, Psychology of Violence and Aggression

This course surveys the causes and consequences of violence and aggression, and highlights both theoretical explanations and practical considerations. Theoretical issues help to define and explain aggressive behavior and are brought to bear on practical issues relating to the incidence of violence in our social world. Students spend a minimum of four hours a week in one of a variety of service organizations for victims of violence or with a prevention program or remedial training program for violent offenders and violence-prone individuals.

CONTACT: DR. JUDITH CHAPMAN
ASSISTANT PROFESSOR OF PSYCHOLOGY
610/660-1804

SOC 1021, Social Problems

This course is a sociological analysis of contemporary social issues. One section of this course is reserved for Sociology majors whose partial fulfillment of the course requirements includes a community service component.

CONTACT: DR. MARYBETH AYELLA
ASSISTANT PROFESSOR OF SOCIOLOGY
610/660-1564

SOC 2531, Solving Social Problems Through Social Action

The primary objective of this course is to assist students in developing a structural analysis of the social problems they repeatedly hear about in the media and in political campaigns, and that they may experience in their everyday lives. The intent is to help the student see the personal as political, so that they can critically evaluate the structural causes of these problems and, in turn, begin to conceive of structural or collective actions to solve them. Students serve with Project Home as a part of their course requirements.

CONTACT: DR. DANIEL CURRAN
DEAN OF THE COLLEGE OF ARTS AND SCIENCE
610/660-1282

SOC 2741, Models of Social Justice

This course provides students engaged in social justice work the opportunity for deeper analysis and reflection on issues of justice, our individual and collective responses to social problems and our motivations for Christian service.

CONTACT: BARBE FOGARTY, M.S.W.
LECTURER IN SOCIOLOGY
610/ 660-1564

SPA 1311, Spanish Conversation and Composition

This course is designed to give students practice in spoken and written Spanish in the classroom and to give further practice in understanding and speaking Spanish by rendering significant service to the Hispanic community in Philadelphia. Students' work at the community sites is a catalyst for classroom discussions and written assignments. With certain exceptions, students are required to speak Spanish during the time they work in the Hispanic community.

CONTACT: DR. ROBERT SHANNON
ASSOCIATE PROFESSOR OF MODERN LANGUAGES
610/660-1858

EXPERIENTIAL EDUCATION:
INTERNSHIPS AND FIELDWORK

EXPERIENTIAL EDUCATION: INTERNSHIPS AND FIELDWORK

Elementary School Student Teaching, EDU 2901

This experience is designed as the capstone professional course for the elementary education major. The student teaching experience approximates a full-time working experience. Approximately fifty students are placed in forty-five schools per semester. Once third of these schools are located in urban/low-income neighborhoods.

Pre-student teaching field experiences for elementary and secondary education students are a part of the following courses:

EDU 2011 Schools in Society; EDU 2021 Educational Psychology; EDU 2031 Foundations of Catholic Education; EDU 2351 Practicum in English as a Second Language; EDU 2411 Secondary School Student Teaching; EDU 2581 Mathematics in the Elementary School; EDU 2591 Social Studies and Science in Elementary Schools; EDU 2711 Language Arts in the Elementary Schools.

Approximately seventy-five to eighty students are placed in twenty-five different schools each semester.

CONTACT: MS. NANCY ZIOMEK
LECTURER IN EDUCATION
610/660-1580

Graduate Health Services Internships

Graduate Health Services students may receive credit for performing 5 - 20 hours of work a week at sites as varied as hospitals, drug and alcohol clinics, and long-term care facilities throughout the Delaware Valley.

CONTACT: DR. DAVID WHITE
ASSOCIATE PROFESSOR OF EDUCATION
AND HEALTH SERVICES
610/660-1582

Political Internship, POL 2841

This experience offers supervised internships in the office of elected and appointed governmental officials in the Philadelphia area. The on-site experience requires ten hours per week of service.

CONTACT: DR. THOMAS KANE
ASSOCIATE PROFESSOR OF POLITICS
610/660-1751

Psychology Fieldwork, PSY 2821-2831

The psychology fieldwork entails spending eight hours each week in a supervised fieldwork experience. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional and industrial facilities.

CONTACT: DR. JODI MINDELL
ASSISTANT PROFESSOR OF PSYCHOLOGY
610/660-1806

Sociology Internship, SOC 2981

The student is placed according to his/her interests in a criminal justice, social service, labor, or health care setting for a semester. In this way, she/he may apply classroom-acquired skills and knowledge while gaining practical work experience. Credit hours vary.

CONTACT: DR. MARYBETH AYELLA
ASSISTANT PROFESSOR OF SOCIOLOGY
610/660-1683

INSTITUTIONAL ALLIANCES FOR COMMUNITY INVOLVEMENT

INSTITUTIONAL ALLIANCES FOR COMMUNITY INVOLVEMENT

A. LOCAL ALLIANCES

MANNA
(Metropolitan AIDS Neighborhood Nutrition Alliance)
Metropolitan AIDS Neighborhood Nutrition Alliance is Philadelphia's first weekday meals delivery program exclusively for homebound persons with AIDS. Its purpose is to provide without charge deliveries of hot nutritious meals, and to create a channel through which caring human beings can extend loving support in concrete ways to their homebound friends and neighbors with AIDS. MANNA is a nonprofit, community-based organization operating with a small staff supporting over 300 volunteers. SJU's Overbrook Hall serves as a distribution center for MANNA meal deliveries to the previously unserved West Philadelphia area. SJU faculty, staff and students deliver the meals distributed from Overbrook to West Philadelphia.

CONTACT: DR. ELIZABETH LINEHAN, RSM
ASSOCIATE PROFESSOR OF PHILOSOPHY
610/660-1550

MS. KATHY MCCAULEY
PLACEMENT COORDINATOR
610/660-1696

Overbrook High School Senior Art Exhibit
Overbrook High School is the magnet school for the Fine Arts in the city of Philadelphia. SJU's Art Gallery hosts the annual Overbrook High School Senior Art Exhibit which showcases the art work of some of the city's most gifted minority youth. Many of these youth are also economically disadvantaged and need scholarship aid in order to continue their education in the arts. The exhibit is a good rallying point for this purpose.

CONTACT: DR. DENNIS MCNALLY, S.J.
DIRECTOR OF THE SJU GALLERY
610/660-1843

Philadelphia Higher Education Network for Neighborhood Development (PHENND)

PHENND is a network of faculty and administrators from colleges and universities in the greater Philadelphia area that encourages universities to serve and research in collaboration with the neighborhoods in which they are located. SJU is a member of the PHENND network.

CONTACT: MICHELE JAMES-DERAMO
DIRECTOR OF SERVICE-LEARNING
610/660-1765

Regional Council of Neighborhood Organizations (RCNO)

RCNO is a non-profit organization established in 1983 to help community groups develop local leadership and the capacity to shape the economic and political decisions that affect their communities and this region. RCNO, located on the campus of SJU, looks forward to establishing an Institute for Community Organizing.

CONTACT: REV. JOSEPH KAKALEC, S.J.
EXECUTIVE DIRECTOR
610/878-4253

Wynnefield Association Residents

Wynnefield Association is a neighborhood organization. SJU, located in the Wynnefield neighborhood of Philadelphia, supports the efforts of this organization by opening its facilities to the members of the Wynnefield Association for their athletic program, annual cultural arts recital and Wynnefield Day festival, and summer day camp.

Wynnefield Association programs are open to the members of the University. In addition, the Wynnefield Town Watch cooperates with the local police department and the Security and Public Safety Office of the University to identify high crime areas as off-limits to students, and provides security stickers for students' vehicles.

CONTACT: ROOSEVELT HUNTER, JR.
UNIVERSITY LIAISON
610/477-3615

B. NATIONAL ALLIANCES

Campus Compact:
The Project for Public and Community Service
C/O BROWN UNIVERSITY
BOX 1975
PROVIDENCE, RHODE ISLAND 02912
401/ 863-1119

PA Campus Compact
PACU
HARRISBURG, PA 17102
717/232-4446

Campus Compact, a project of the Education Commission of the States, is a coalition of college and university presidents established to create public service opportunities for students and to develop, on a national level, the expectation of service as an integral part of student life.

CONTACTS: REV. NICHOLAS RASHFORD, S.J.
PRESIDENT
610/660-1034

PA CONTACT: MR. JOSEPH LUNARDI
EXTERNAL RELATIONS
610/660-1222

Corporation for National and Community Service
1100 VERMONT AVENUE, N.W.
SUITE 8100
WASHINGTON, D.C. 20038
202/606-5000

The Corporation for National and Community Service is a new government corporation created in September, 1993 when President Clinton signed into law the National and Community Service Trust Act. The Corporation's mission is to engage Americans of all ages and backgrounds in community-based service. This service will address the nation's educational, public safety, human, and environmental needs in order to achieve direct and demonstrable results. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and

provide educational opportunity for those who make a substantial commitment to serve. The Corporation supports SJU's service-learning initiatives through its Learn and Serve America: Higher Education grant program.

CONTACT: MICHELE JAMES-DERAMO
DIRECTOR OF SERVICE-LEARNING
610/660-1756

National Society for Experiential Education
3509 HAWORTH DRIVE
SUITE 207
RALEIGH, NC 27609
919/787-3263

The National Society for Experiential Education is a professional association and national resource center that supports the use of learning through experience for intellectual development, civic and social responsibility, career exploration, cross-cultural and global awareness, ethical development, and personal growth.

CAMPUS CONTACT (FOR SERVICE LEARNING):
MICHELE JAMES-DERAMO
DIRECTOR OF SERVICE-LEARNING
610/660-1765

(FOR INTERNSHIPS/FIELDWORK):
MARIANNE STEWART
STUDENT EMPLOYMENT COORDINATOR
610/871-5990

PRINTED BY SAINT JOSEPH'S UNIVERSITY PRESS / 1994